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THE CONSTRUCTION AND VALIDATION OF A SCALE TO MEASURE CHILDREN'S SCHOOL MORALE.

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DESCRIPTORS- *TEST VALIDITY, AGE, INTELLIGENCE, GRADE POINT AVERAGE, ACHIEVEMENT TESTS, *RATING SCALES, *STUDENT ATTITUDES, STUDENT OPINION, *SCHOOL ENVIRONMENT,

THIS REPORT DESCRIBES WAYS OF ASSESSING CHANGES IN PUPIL ATTITUDE AND MORALE. REVIEWS OF PREVIOUS MEASURES OF SCHOOL MORALE ARE INCLUDED. THE DIMENSIONS OF THE SCHOOL MORALE SCALE ARE--(1) MORALE ABOUT THE SCHOOL BUILDING, QUALITY OF INSTRUCTION AND MATERIALS, SCHOOL ADMINISTRATIVE PERSONNEL AND REGULATIONS, COMMUNITY AND PARENTAL INVOLVEMENT, AND TEACHER-STUDENT RELATIONSHIPS, AND (2) GENERAL FEELING ABOUT ATTENDING SCHOOL. THE SCALE CONSISTS OF 84 ITEMS, PREPARED FOR EACH DIMENSION, WITH WHICH THE PUPIL COULD AGREE OR DISAGREE. THE EVIDENCES OF VALIDITY ARE SCHOOL DIFFERENCES, GRADE AND SEX DIFFERENCES, AND THE RELATIONSHIP OF STUDENT SCORES TO TEACHER NOMINATIONS. SCHOOL MORALE SCORES ARE CORRELATED WITH AGE, INTELLIGENCE, GRADE POINT AVERAGE, ACHIEVEMENT TESTS, PHILOSOPHIES OF HUMAN NATURE SCORES, AUTHORITARIANISM, AND SOCIAL DESIRABILITY. CORRELATIONS BETWEEN SUBSCALES WERE HIGH ENOUGH FOR THE CONCLUSION THAT A GENERAL CONCEPT OF "SCHOOL MORALE" EXISTS. PORTIONS OF THE PAPER WERE PRESENTED AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION CONVENTION (CHICAGO, FEBRUARY 8, 1968). (PH)

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Jan., 1968

The Construction and Validation of a Scale to Measure Children's School Morale [1]

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Introduction

The broad purpose of Elementary and Secondary Act Title III projects is to introduce innovative and exemplary programs in the schools. Hopefully, these innovations will be reflected in changes in student behavior. A change in achievement level can be seen as one end result of these innovative actions.

The purpose of this report is to describe ways of assessing one stage in the change process, changes in pupils' attitudes and morale. It is felt that changes in the ultimate stage--students' achievement and personal-social development--cannot occur without changes at this stage. The recent "Coleman Report" (Coleman *et al*., 1966) emphasizes the role of attitudes and self-concept in influencing achievement level. It is necessary and important to have at hand devices which can accurately assess changes in student attitude and morale.

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[1] Portions of this paper were presented at the American Educational Research Association convention, Chicago, Feb. 8, 1968.

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Previous Measures of School Morale

Surprisingly, there are few comprehensive instruments in the literature which measure students' attitudes toward school. The available instruments will be described here and their inadequacies for the present purposes indicated.

Tenenbaum (1941) developed a "School Attitude Questionnaire" which was used by Josephina (1959) in a study of the attitudes of 5th-8th grade students. Only four items were used, dealing with liking of teacher, favorite subjects, disliked subjects, and liking of school in general. Such a brief scale lacks reliability. It reflects no conceptualizing regarding the components of "attitudes toward school."

Other measures, such as the "Student Reaction Inventory," developed by Paul A. Grim and Cyril Hoyt (1952) and used in a study by Kenneth Hoyt (1955), are better designed but are concerned with pupils' attitudes toward a particular teacher. This is true of Ojemann and Snider's (1963) study of the child's conception of the teacher, also.

A more refined conceptualization is reflected in Krumboltz and Farquhar's (1957) "Preferred Instructor Characteristic Scale" (PICS), described in a study by Nelson (1964). The scale consists of 36 items, each one being composed of two statements about instructors. One statement describes a cognitive instructor; the other an affective instructor. The student's job--Nelson used 8th graders--is to select the statement describing the type of instructor which appeals to him more. If more statements about cognitive instructors are chosen, the student is said to have a cognitive attitude in the classroom. A cognitive instructor is defined as one "whose classroom goals are abstract, intellectual, and concerned with imparting information," while the affective instructor is one whose "classroom goals tend to be the emotional adjustment of the student and effective interaction in the classroom" (Nelson, 1964, p. 82). Such a conceptualization provokes easy hypotheses about the relationships of PIGS scores to other pupil characteristics, and the scale appears to be one of the better developed ones in the area. Unfortunately, its purposes and the purposes of the present test development project differ greatly.

The study by Brinegar (1958) on student preferences in school was broad, using 10,000 students in 37 Indiana high schools, but its concern was more with what aspects of school life were liked; there was no effort to develop a taxonomy of student morale.

Dye's (1956) study of the attitudes of gifted children toward school shows a crude type of conceptualization of attitudes. Fifth grade children with high IQ scores were compared with those of average intelligence in regard to their attitudes toward: (1) the curriculum; (2) the school; (3) the teacher. Forty-eight questions dealt with these three, while 12 additional questions elicited the child's attitudes toward change in the school, the curriculum and teachers. The report does not describe the type of questions but apparently some were open-ended. An example given was "What are some things you like about a teacher?" Specific questions apparently dealt with the teacher's fairness and impartiality, her personal appearance, her disposition, her interest, etc. Questions about the school deal with the student's feelings and did not attempt to measure cognitive beliefs about particular aspects of the school. The questions about changes which the children would make in the school did produce material which can serve as the source for specific items.

Dye's questions about attitudes toward curriculum dealt with textbooks, report cards, learning a foreign language, and preferences for being in a higher grade. The gifted children were more critical of present curriculum practices, but the majority still approved of them.

No reliability information is reported for Dye's questions.

A conceptualization similar in sophistication to Dye's is that of Hand (1948), who developed the "Illinois Inventory of Pupil Opinion" (described by Arnez, 1963). Five components of attitude were measured: (1) satisfactions or dissatisfactions with the school; (2) the value of studies; (3) attitudes toward teachers; (4) help received in solving social problems, and (5) participation in student activities.

A recent report by Panther (1967) reflects the same concerns as those of the present report, with the exception that Panther's interest is in measuring the attitudes of young children toward school. He developed a series of drawings of animals in school or school-related situations and asked kindergarten children to "make up a story" about each of them. The seven stimulus drawings were then presented one at a time and the child's responses were written down by the examiner. Each response was then rated on a five-point scale, with a "one" being given to those responses which indicated that the stimulus situation was seen as very negative or threatening, and a "five" being given to very positive, pleasant, or enjoyable responses. This device has promise for the extremely difficult problem of evaluating young children's attitudes toward school. There are numerous reasons why the approach would not be useful for the purposes of the present investigation--each subject has to be tested individually, scoring is subjective, and little information is gained about the components of school morale. Yet it is encouraging to see another investigator who shares the belief that a child's attitude toward school may serve as the essential key in triggering increases in achievement.

An instrument similar in purpose to Panther's was developed by Cohen (1967) who showed first and second graders specially prepared sketches depicting teacher-child and child-child interaction in the classroom. In her procedure, the child was asked to tell what had preceded the pictured situation or what would happen next.

Medinnus (1962) was concerned not with the attitudes of children, but rather the attitudes of parents toward school. In developing a parent attitude-toward-education scale, he has offered suggestions appropriate to the present concern. Certainly the child's perception of his parents' attitude should be conceptualized as a part of his school morale. Does he see his parents as in agreement with current school practices? Does he believe they favor increased taxes for school support? Do they participate in PTA and other school activities? Some of Medinnus' items may be altered to get at this component of the student's attitude.

Of more relevance is Brodie's (1964) demonstration that students' levels of satisfaction about school were related to their academic achievement. The Iowa Tests of Educational Development were used to measure scholastic achievement; satisfied students scored higher than dissatisfield students on each test. The advantage of the satisfied students tended to be greater on tests where academic skills were involved than on tests of general background information. The measurement of student satisfaction was done by means of a 60-item, multiple-choice "Student Opinion Poll," devised by Getzels and Jackson (1962).

Neither Brodie nor the authors of the "Student Opinion Poll" give much description of the scale. Getzels and Jackson describe it as "a sixty-item opinionnaire designed to elicit responses concerning general satisfaction or dissatisfaction with various aspects of school--viz., the teachers, the curriculum, the student body, and classroom procedures" (1962, p. 141). However, they do include the directions and the items in an Appendix (pp. 260-269). The scale appears appropriate at the senior high school level only; the wording is too difficult for many junior high school students and several of the items are not relevant. The content is quite comprehensive; in constructing the scale reported in this paper, the Getzels and Jackson instrument was helpful in indicating areas to be covered.

Recently, Jackson and Lahaderne (1967) reported a revision, entitled the "Student Opinion Poll II." It is composed of 47 multiple-choice items eliciting general satisfaction or dissatisfaction with four aspects of school life: the teachers, the curriculum, the student body, and the classroom procedures.

A scale similar in intent to the present one was developed by Zwiebelson, Bahnmuller, and Lyman (1965) to assess the effects of team teaching and flexible grouping in a junior high school. Their scale was composed of 80 statements "reflecting attitudes toward school, social studies, peers, democracy, newspapers, etc." (1965, p. 21). Each was answered on a 4-point scale from "strongly agree" to "strongly disagree." The scores of 1800 students were factor analyzed; seven factor clusters emerged. These were labeled, as follows (highest-loading items are included below):

Factor 1--Group School Attitudes

It is more important to plan a project than to carry it out.

A good friend is one who agrees with you.

Students who join the most groups are likely to become troublemakers when they grow up.

Factor 2--Social Studies--School Attitudes

Social Studies leaves me cold; I could do without it.

School is a good place to be, because it helps me to learn to be a better citizen.

I am satisfied with most teachers.

Factor 3--Personal Attitudes

Criticism doesn't bother me.

You can be more powerful through education.

I don't like students who talk about politics at a party--they are trying to show off.

Factor 4--Bias toward Students

This school would be better off if certain students were not here.

I think students in the school make others uncomfortable.

Most of the troubles in school are caused by students who come from one part of the city.

Factor 5--Student-School Relationships

Students in this school don't understand one another.

If there was equal opportunity to learn in school, all students would work harder.

I can easily agree to a new idea without discussing it too much.

Factor 6--Resistance to Learning and Change

Teachers should not call on students to recite in class without warning them earlier.

When my friends in school talk about bad things I don't listen.

A student who is independent or mature will avoid changing his mind or his habits.

Factor 7--Social Resistance

Students who do not want to join groups should be left alone.

Leaders of the community usually have nothing to do with the school system.

Learning in a group can't take place unless there is peace and quiet.

Zweibelson et al.'s scale has some excellent item ideas. It was not used for the present project because (a) many of the items have content which is inappropriate or irrelevant and (b) it has no conceptual structure. The empirical structure produced by the factor analysis is a conceptually fuzzy one, as indicated by the rather broad and often overlapping names given to the factors.

In summary, the review of available instruments indicates that none offers the reliability and richness of conceptualization needed to measure the morale of school children in the upper elementary and secondary levels. Most of the instruments appear to be "one-shot" efforts constructed for one study and then forgotten, although some--including PICS and Panther's drawings--indicate continued development and improvement. Considerations of reliability and response set are seldom mentioned; no study reports an item analysis. Little effort has been given to analyzing the components of school morale.

Therefore, the rest of this report will describe the construction, validation, and usefulness of a multi-dimensional scale which does not--we hope--possess the limitations stated above.

Conceptualization of the Scale Dimensions

Two primary considerations were used in proposing the dimensions to be measured by the School Morale Scale: (a) the types of innovative activities proposed by nearby Title III Projects, Project Mid-Tenn and Project REACHIGH and (b) the aspects of school life and relationships that can contribute to a student's feeling about school. From these, seven dimensions were proposed, as follows:

1. Morale about the school plant or building
2. Morale about the quality of instruction and instructional materials
3. Morale about the school administrative personnel, rules and regulations, guidance personnel, etc.
4. Morale about community support of the schools and parental involvement in education
5. Morale about relationships with other students
6. Morale about teacher-student relationships
7. General feeling about attending school

Construction of Items for Subscales

For each of the above dimensions, several persons independently composed statements that could be agreed with or disagreed with by the student. Approximately 150 statements were prepared. These were discussed, revised, and culled. The goal was to have 12 items for each of 7 subscales, with each subscale tapping a separate dimension.

Since a tendency to agree with statements regardless of content might be a temptation to some of the student respondents, an attempt was made to prevent a positive score on the scale from being contaminated by an agreement response set. This was done by making approximately half the statements on each subscale favorable toward school and approximately half unfavorable. The actual number of favorable statements, out of 12 on each subscale, is as follows: Subscale 1, 5; Subscale 2, 6; Subscale 3, 6; Subscale 4, 7; Subscale 5, 5; Subscale 6, 6; and Subscale 7, 5. Thus, if a student agrees with all or almost all the statements, his score will be neutral, rather than extremely favorable.

This test construction procedure does not, of course, prevent a student from faking on the scale if he wishes to. Although we have no evidence on it, it would appear that the scale is easily faked in either direction, and there is little that can be done, beyond the usual administration procedures, to prevent this. In the administration of the scale so far, it has been necessary for the students to record their names, but they have been told that no one from their school will be shown their individual answers or told their scores. A person from outside the school system has always administered the scale.

The subscales, their intended purpose, and some typical items are listed below:

Subscale 1: Morale about the school plant

Purpose: Several of the Project Mid-Tenn and Project REACHIGH activities are being carried out in new school buildings. These buildings, such as the ones housing Clarksville High School and New Providence Junior High School in Clarksville, Tenn., are often innovative in their design and construction. Others, like Richards Road Junior High in Nashville, are new and bright and yet less unusual in their variation from traditional school design. It seems appropriate to evaluate students' feelings about their school buildings by means of a separate subscale of the SM Scale. Beyond the objectives of Title III projects, one's feeling toward his place of "work" contributes to his morale, particularly in those persons, who, in Herzberg's terms, are more "hygiene" oriented than "motivator" oriented.

Typical items:

Compared with most school buildings I've seen, this building is nicer.

My school building is too large; it is too far to walk from one class to another.

This building is old and run-down.

Subscale 2: Morale about instruction and instructional materials

Purpose: Some of the projects funded through Project Mid-Tenn and Project REACHIGH include the placement of an instructional materials specialist or other specialists in schools. The purposes of different specialists include the encouragement of greater use of audio-visual and other instructional materials, the introduction of new curriculum materials, etc. This subscale is used to evaluate changes in morale (if any) precipitated by such programs. More broadly, another purpose of this subscale is to measure students' feelings about teacher competence, quality of instruction, and other instructional aspects of teacher-student relationships. (The noninstructional aspects of morale about teachers are assessed through Subscale 6).

Typical items:

There are many more audio-visual materials available at this school than at the average school.

This school has helped me develop hobbies, skills, and interests I didn't have before.

My teachers use a lot of books, references and audio-visual materials to help me learn.

Sometimes the assignments we are given are not very clear.

Subscale 3: Morale about administration, regulations, and staff

Purpose: A contribution to a student's morale would seem to come from his perceptions of the school administration--friendly or unfriendly, therapeutic or punitive, close or distant. Another aspect would be his perceptions of the quality of services, from the guidance counselor to the janitor. This subscale attempts to assess these aspects of school morale.

Typical items:

The principal of this school is very fair.

There are too many rules and regulations in this school.

The guidance counselor here is helpful.

Students are likely to get severely punished here for small offenses.

Note: Two items refer to the guidance counselor and assistant principal; these may be omitted in schools where no such positions exist.

Subscale 4: Morale about community support of schools and parental involvement in the schools

Purpose: A side effect of innovative Title III projects may be a greater perception of heightened community support of the schools, and that is the main reason for including this dimension in the scale. Along with this, it is of value to assess students' beliefs about their parents' interest in the school program, the activity level of the school PTA, etc. No doubt many children lack any accurate information about some of the statements on this subscale. It is felt that they still have predisposition to answer, based on the little information (or misinformation) they have. The subscale may be repeated at a later time to see if innovative projects have a diffusion effect into this aspect of morale.

Typical items:

The people in this community want the schools to try out new educational methods and materials.

Teachers in my school get higher salaries than do teachers in nearby cities and counties.

My parents feel the community is spending too much for education.

The parents of most of the students here are not very interested in the school.

Subscale 5: Relationships with other students

Purpose: Certainly a student's feelings about his schoolmates--their friendliness toward him, their helpfulness, his identification with them--are very important in determining the degree of his school morale. It may well be that innovative devices designed to increase school achievement could have effects upon the student's mental health, reflected through scores on this subscale.

Typical items:

Most of my friends go to the same school I do.

If there were more clubs here, this school would be a lot friendlier place.

I wish the other children at this school were friendlier to me.

There is a lot more "school spirit" here than at most schools.

Subscale 6: Morale about teacher-student relationships

Purpose: This subscale assesses morale about relationships between the student and his teachers, beyond purely instructional matters.

Typical items:

All my teachers know me by name.

Most teachers in this school don't have any "teacher's pets."

Most of my teachers laugh at my mistakes in class.

There is not a single teacher in my school who I could go to with a serious problem.

Subscale 7: General feeling about attending school

Purpose: The goal here was to assess the emotional component of school attitudes. Items reflect general feelings of acceptance or rejection of school; they are not oriented to a particular facet of it.

Typical items:

I look forward to Friday afternoons because I won't have to go to school for two days.

I'd rather go to this school than most.

Often I'm afraid that I'll do something wrong at school.

I would not change a single thing about my school, even if I could.

Scoring Procedures

The SM Scale, then, in its present format is composed of 84 items. It has 7 subscales, each with 12 items. Students mark "A" or "D," indicating their agreement or disagreement with each statement. On each subscale, the number of agreements with favorably-worded statements and the number of disagreements with unfavorably-worded statements is counted up, to determine the score on that subscale. A score of 12 indicates extremely good morale; 0 indicates extremely poor morale in regard to that aspect. The scores for the 7 subscales are summed to give a total score, which has a range of 0 (extremely poor morale) to 84 (extremely good morale).

At present no item analysis procedures have been completed. They were begun in the Fall of 1967 at the Vanderbilt Computer Center, but on every run of the data so far, "bugs" have developed. When this analysis is completed, a report will be attached as an Appendix to this manuscript. It is very possible that the conceptualization of subscales will collapse into one or two general evaluative factors, as a result of an item analysis and intercorrelations. It is also possible that some items will not survive the item analysis. The present form of the scale is a trial one. A copy of the scale and the scoring key may be found in Appendix I.

Uses of the Scale

With the foregoing cautions in mind, the results so far are encouraging. The scale has been administered to the student bodies of four junior highs, in different sections of Tennessee, and to the students in three high schools. It has been administered pre-and postinnovation to all the fifth and sixth graders (N=697) in Tullahoma, Tenn. It has also been administered to experimental and control subjects (4th-6th graders) in a Title III project in Tuscaloosa, Alabama. So far, it has been administered to approximately 10,000 students, though not all of these scores have been analyzed as yet. Testing indicates that the SM Scale produces a great spread in scores; so far we have found students with total scores as low as 7 and as high as 82, as compared to a possible range of 0-84.

Evidences of Validity

Three evidences of validity will be discussed: school differences, grade and sex differences, and relationship of students' scores to teachers' nomination.

Report No. 7 of the Project Mid-Tenn evaluation series (Wrightsman, 1967b) indicates that among Tullahoma elementary school children, the SM Scale has some construct validity. There are four elementary schools in Tullahoma, which (fortunately for us) vary widely in socio-economic status of their students. Mean scores on the subscales dealing with community support of the schools and on general feeling follow the predicted social-class lines. Children at the school housed in the oldest building have lower scores on the School Plant subscale. Clear-cut differences between schools did not emerge on any other subscale.

A second evidence of validity rests in the comparisons between scores at New Providence Junior High School, an innovative building, and a comparison junior high in Chattanooga. The following from Report No. 1 of the Project Mid-Tenn evaluation series (Wrightsman, 1967a) describes these findings:

"The Chattanooga school serves most admirably as a comparison because it clearly lacks the innovative features and spirit which dominate New Providence Junior High School. The Chattanooga school has an old school plant (probably built in the 1930's) of traditional layout; its faculty is older, less enthusiastic, and more entrenched in the school; the student-teacher ratio is larger; the administration is not particularly receptive to new approaches to education. (Principals in the Chattanooga system had an opportunity to volunteer their school to participate in a new team-teaching program; the principal of this school chose not to.) Since these characteristics which are quite at variance with the goals of Project Mid-Tenn, the responses of the Chattanooga students serve as a good comparison.

"In many ways the Chattanooga school serves adequately as a control group; in some ways it does not. It, too, draws its students from lower-middle-class backgrounds. However, about 60% of the New Providence students are children of military stationed at Fort Campbell. The average IQ and achievement levels are somewhat below the norm at Chattanooga, as is true at New Providence Junior High. (Mean IQ at the Chattanooga school was 92.1; at New Providence, 96.8.) The Chattanooga school is 100% white, while New Providence Junior High School is approximately 90% white. Religious backgrounds are similar."

Also, there are factors which weaken the comparison. The enrollment of the Chattanooga school is about 550, compared to New Providence Junior High School's 950; it is entirely an urban population (no farm children, but the children are from residential areas, most of them living in single-family dwellings as do the New Providence Junior High School children); the students were tested in early May compared to the late March testing at New Providence Junior High School. Despite these limitations, we believe the comparison is a fairly useful one. We recognize the need for establishment of better control groups in the future, though.

Table 1 presents the findings for the School Morale total score at each school.

Table 1

Medians on School Morale Total Scores

	New Providence Junior High School (Tested March, 1967)					Comparison School (Tested May, 1967)				
	N	Range	Q_3	Median	Q_1	N	Range	Q_3	Median	Q_1
9th grade:										
Girls	111	27-82	65	57	47	53	7-68	58	50	35
Boys	113	24-80	60	52	44	61	15-61	49	41	34
8th grade:										
Girls	163	18-81	68	61	54	75	18-76	60	49	40
Boys	169	26-77	63	56	48	75	17-67	51	43	35
7th grade:										
Girls	175	29-80	70	63	52	85	7-75	61	50	40
Boys	186	22-79	65	58	48	85	19-68	52	42	34

Table 1 reveals several consistent findings. First of all, we find that as grade level increases, average school morale decreases. This is true of each sex at each school, and is in keeping with expectations based upon developmental changes in tendency to respond with socially desirable responses, as well as expectations based upon emergence of a "time of troubles" in adolescence. (We will have more to say about age changes in younger children later.)

Also Table 1 indicates that at each grade level, at each school, girls, on the average, have higher school morale than do boys. This also is in keeping with usual findings regarding sex differences in social attitudes. (This finding was confirmed in fourth and fifth graders at Tullahoma.) Both the grade differences and sex differences contribute to our confidence that the School Morale Scale has some validity in assessing degree of student morale.

Of more basic interest is the comparison between schools. At each grade level and for each sex, the differences between schools in total score consistently favor New Providence over the comparison school. Usually these differences are quite large; for example, the median for ninth grade boys at New Providence Junior High School is 52, while it is 41 at Chattanooga. We may conclude that the morale of the average student at New Providence is much better than that of the average student at the Chattanooga school.

Why is this the case? It may partly be a function of IQ differences, although within a grade IQ score is not consistently related to SM total score. Another answer to this lies in an analysis of the median scores at each school on each of the subscales of the School Morale Scale. Let us look at each of these in turn.

Table 2 presents the median scores for the subscale dealing with morale about the school building.

Table 2

Median Scores on School Building Subscale of School Morale Scale

	NPJHS	Chattanooga
9th grade girls:	10	5
boys:	9	4
8th grade girls:	11	5
boys:	10	4
7th grade girls:	11	6
boys:	10	4

It indicates that the New Providence students are extremely pleased with their school plant, averaging 10 favorable responses out of a possible 12. On the other hand, the Chattanooga students tend to be negative about their school building. It is possible that the innovative building at NPJHS has positive effects upon the students' morale.

Table 3 deals with scores on the Instruction and Instructional Materials portion of the School Morale Scale.

Table 3

Median Scores on Instruction and Instructional Materials Section

	NPJHS	Chattanooga
9th grade girls:	7	8
boys:	7	6
8th grade girls:	9	8
boys:	8	7
7th grade girls:	9	8
boys:	8	7

These medians indicate that morale about instructional materials at New Providence is slightly better than at the Chattanooga school. In most sex-by-grade comparisons, the median at NPJHS is a point higher (but the reverse occurs for the ninth grade girls). We have no systematic data about the quality of instruction and the use of instructional materials at the Chattanooga school, but our impression is that there is no concerted effort there to make them exemplary. Thus, the actual differences between schools are not reflected by the differences in morale scores, and the lack of difference between schools on the latter is a point of concern.

An additional consideration, which may modify the extremity of concern, is that the testing took place less than two months after the instruction-materials specialist had been on the job at NPJHS; the school staff believes that if the children had been tested in May instead of March, improved scores would have been the result. This is quite possible; they will be retested next year to see if this holds.

Table 4 deals with morale about the administration of the school, the non-teaching staff, and the rules and regulations. Morale at NPJHS in this area seems quite satisfactory, and significantly better than at the Chattanooga school. The philosophy of the administration about rules and regulations, school behavior, discipline, etc, seems to be having a beneficial effect upon school morale.

Table 4

Median Scores on Administration-Regulation Section of School Morale Scale

	NPJHS	Chattanooga
9th grade girls:	9	8
boys:	8	6
8th grade girls:	9	8
boys:	8	6
7th grade girls:	9	8
boys:	8	6

Table 5 deals with beliefs about community support of the schools and parents' interest in education. Admittedly, as we wrote before, we knew that most of the students would not have the knowledge to answer some of the statements in this section (such as ones comparing teacher salaries in this school district with others), but we were interested if there would be any diffusion effect here from the nature of the school plant. That is, would students believe that their district spent a lot of money on education and paid higher salaries because of the modern, innovative school building they attended? Table 5 indicates that this diffusion effect apparently occurs.

Table 5

Median Scores on Morale regarding Community and

Parental Support of the Schools

	NPJHS	Chattanooga
9th grade girls:	8	6
boys:	8	5
8th grade girls:	9	6
boys:	9	7
7th grade girls:	9	7
boys:	9	7

Each sex-by-grade comparison consistently favors NPJHS, usually by two points. At each grade level at NPJHS the average level of school morale is satisfactory or better. And this occurs despite the fact that the Parent-Teachers' Association at NPJHS had had only one meeting by the time the scale was administered.

Table 6 deals with morale about relationships with other students.

Table 6

Median Scores for Morale about Relationships with Other Students

	NPJHS	Chattanooga
9th grade girls:	8	7
boys:	7	7
8th grade girls:	8	7
boys:	7	6
7th grade girls:	8	7
boys:	7	6

The morale at NPJHS is slightly better than at the comparison school. At both schools the average student expresses a little-better-than-neutral feeling toward the other students. Scores on this section are lower than those of most of the previous sections, but this result may be a function of the wording of the items. It does appear that, on the basis of the little we have, this is an area that the administration and faculty at NPJHS need to be concerned about. Project Mid-Tenn does not, in its objectives, have any direct bearing upon this aspect of student morale, but there may be side benefits on inter-student relationships from the innovative activities.

Table 7 presents information about morale in the area of teacher-student relationships. Table 7 indicates that morale in this area at NPJHS is generally good, as most sex-grade combinations have a median score of 9 out of 12. The eighth grade boys are a problem area, however, with a median of 7. The median scores at the Chattanooga school tend to be even higher, however; for example, the girls' median is 10, while it is 9 at NPJHS. This is the only subscale of the School Morale Scale where the morale of the New Providence students is lower than the Chattanooga students, It is perplexing because the teachers at New

Table 7

Medians for Morale about Teacher-Student Relationships

	NPJHS	Chattanooga
9th grade girls:	9	10
boys:	8	8
8th grade girls:	9	10
boys:	7	8
7th grade girls:	9	10
boys:	9	8

Providence are an impressive group. They have good morale themselves; they are energetic, articulate, and candid in their teacher meetings. However, there are several possible reasons for the outcome.

1. NPJHS is a new school, with many new teachers and many transient (i.e., military) children. At an established school, teacher-student relationships may be better because of extended contact between the teacher and the student's family ("I had your older sister in class. . .").

2. The team-teaching used at NPJHS may prevent teachers from getting to know students individually, although team-teaching should provide for this.

3. NPJHS does have a larger enrollment than the Chattanooga school.

4. The NPJHS teachers are a highly motivated group who may be so concerned about getting content across that relationships with students suffer.

5. The grades given at NPJHS average C-. There are more D's and F's than A's and B's. While this policy may be defended on the basis of student achievement levels, it certainly reduces opportunities for extremely high student morale. Even though the average IQ's are higher at NPJHS, the average GPA's are lower. For eighth grade girls, for example, the mean GPA at the Chattanooga school is 1.95; at NPJHS, it is 1.84. (A=4, B=3, C=2, D=1, F=0).

This divergent SM comparison indicates the utility of breaking school morale down into its various components.

Table 8 deals with general feelings toward school. It indicates that feelings about school at NPJHS are somewhat better than at the Chattanooga school, although at neither school are average scores very high. These statements deal with general affective reactions to school ("I look forward to Fridays because it means I won't have to go to school for two days") so there is little direct remediation inherent in the statement. No doubt general improvement in the conditions covered above would have some effect upon scores on this subscale, but low scores on this subscale are probably more influenced by the general level of adjustment of the student.

Table 8

Median Scores on General Feelings toward School

		NPJHS	Chattanooga
9th grade	girls:	7	6
	boys:	6	5
8th grade	girls:	8	7
	boys:	7	5
7th grade	girls:	8	6
	boys:	7	6

A third approach to validation is a comparison of students' SM scores and teachers' nominations of students with good or poor school morale. All the teachers at NPJHS (N=40) and all the fourth and fifth grade teachers in Tullahoma (N=31) were asked to list the names of their students who had good or poor morale.

Table 9 presents the mean School Morale scores for students nominated as having "good morale" and "poor morale." At New Providence, at each grade level, the "good morale" nominees had significantly higher School Morale total scores than did those students nominated as having "poor morale."

In the elementary schools, all seven of the school-by-grade comparisons (in the Bel Aire fifth grade there were no "poor-morale" nominees) were in the expected direction but none was statistically significant. Often the numbers of nominees were quite small.

Table 9

Mean School Morale Scores for Children Nominated by Teachers as having "Good" or "Poor" Morale

	Students Nominated as having "Good" Morale:			Students Nominated as having "Poor" Morale			
School	Grade	N	$\bar{x}$	N	$\bar{x}$	t-test	p
New Providence	9th	32	60.46	18	46.94	3.66	<.0005
New Providence	8th	21	65.52	25	43.96	7.57	<.0005
New Providence	7th	19	68.05	26	50.34	6.00	<.0005
Bel Aire	5th	15	41.93	0	not testable		
Bel Aire	4th	21	56.38	15	41.93	3.03	<.005
Robert E. Lee	5th	9	67.78	3	37.00	1.92	<.10
Robert E. Lee	4th	6	53.50	9	52.33	0.27	N.S
East Lincoln	5th	7	55.57	7	54.00	0.19	N.S.
East Lincoln	4th	9	63.55	4	45.50	1.73	N.S.
South Jackson	5th	18	47.50	8	46.37	0.17	N.S.
South Jackson	4th	11	50.45	7	40.14	1.66	N.S.

To summarize the section on validity, we have considered three types of evidence for the construct validity of the scale and its subscales. We have found that the socio-economic status of the student is reflected in his total score and his score on the Community Support subscale, the age and adequacy of the school building is reflected in the relevant subscale, and interventions such as an instructional-materials specialist are reflected in the scores on several subscales. Sex differences and grade differences reflect other findings from developmental theory and sex-role expectations. And individual students' scores are related to morale nominations given by their teachers.

Further Grade Differences

We have indicated above that in two different junior high schools we have found an increase in school morale from seventh to eighth to ninth graders. This occurs in each sex. What about developmental changes in earlier grades? Our first testing, using all the fourth and fifth graders in Tullahoma, Tenn., was done at the very end of that school year (May, 1967). Consistent sex differences emerged as with the junior high students, but grade differences were not consistent across schools. The means in total SM score for each school are presented in Table 10.

Table 10

Grade Means in Tullahoma Schools

	South Jackson		East Lincoln		Robert E. Lee		Bel-Aire	
	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$
4th graders	101	48.3	78	46.6	63	50.5	111	50.7
5th graders	110	47.5	74	51.8	62	54.4	98	50.8

During the Fall of 1967, the scale was administered to fourth through sixth graders in two schools in an upper-middle-class neighborhood. As Table 11 indicates, the differences between grades are not consistent between schools. The low score for Grade 5 at Brookmeade may reflect the fact that all the fifth grade teachers at Brookmeade School were in their first year of teaching. If this is a factor, it should be reflected in scores on the subscales dealing with teacher-student relationships and/or with instruction and instructional materials.

Table 11

Grade Means in Two Upper-Middle-Class Schools

	Brookmeade		H. G. Hill	
	N	$\bar{x}$	N	$\bar{x}$
4th graders	94	60.2	107	58.9
5th graders	79	53.4	81	60.4
6th graders	80	56.4	91	58.0

Table 12

Means and Standard Deviations on SM Subscales by Grades

	4th grade				5th grade				6th grade			
Subscale:	Br'km'de		H.G.Hill		Br'km'de		H.G.Hill		Br'km'de		H.G.Hill	
School Morale about:	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1. School Plant	9.3	2.1	9.2	2.4	7.8	2.3	9.9	2.0	8.0	2.5	9.3	1.9
2. Instruction & Instructional Material	8.3	1.9	7.8	2.1	7.1	2.4	8.1	1.8	7.5	2.4	7.5	2.3
3. Administrat'n, Regulations, Staff	7.8	1.5	7.4	2.0	7.4	1.7	7.6	1.8	8.0	2.0	7.8	1.8
4. Community Support & Parental Involvement	9.0	1.9	9.2	1.6	8.4	2.0	9.5	1.6	9.3	1.7	8.7	2.0
5. Other Students	7.4	2.0	8.0	1.9	7.0	2.3	7.7	2.2	6.9	2.2	8.1	1.9
6. Teacher-Student Relationships	9.8	1.9	9.1	2.2	9.3	2.4	9.4	1.7	9.8	2.1	9.1	2.2
7. General Feelings about School	8.4	1.8	8.0	2.0	7.1	2.6	8.2	1.9	6.9	2.3	7.4	2.0
8. Total SM Score	60.2	9.3	58.9	11.1	53.4	13.4	60.4	9.4	56.4	12.2	58.0	10.2

Table 12 indicates that at the fifth grade level, Brookmeade students have poorer morale than Hill students in regard to school plant, instruction and instructional materials, community support, and general feelings about school. Of these differences, two appear also at the sixth grade level: school plant and other students. No significant differences appear between the fourth grades at the two schools. It appears possible that the novice teachers are having a detrimental effect upon the school morale of Brookmeade fifth graders, but also these children may have poor morale for reasons within themselves, not resulting from the school program itself. Poor morale resides in regard to quality of instruction but not in regard to teacher-student relationships.

Relationships with Other Variables

In the junior high groups, the School Morale subscales and total score were correlated with several other measures.

Age. Table 13 presents the correlations with age. Age was measured in months.

Table 13

Correlation between Age and School Morale Scores

Subscale: School Morale about:		7th Graders Chatta.	7th Graders NPJHS	8th Graders Chatta.	8th Graders NPJHS	9th Graders NPJHS
1. School Plant	Males:	(83) .06	(173) -.07	(73) -.21	(153) -.08	(100) -.09
	Females:	(85) .02	(162) -.06	(76) .12	(162) -.18*	(106) -.02
2. Instruction &	Males:	-.04	-.11	-.03	-.01	.03
Inst. Materials	Females:	-.10	-.01	.09	-.10	-.03
3. Admin., Regulations, Staff	Males:	-.12	-.02	.10	-.12	.11
	Females:	.07	.04	.12	-.13	-.12
4. Community Supp.	Males:	-.07	-.04	-.00	.05	.04
& Parental Involv.	Females:	.05	-.10	.18	-.22**	-.01
5. Other Students	Males:	.07	-.14	.09	.13	.00
	Females:	-.09	-.09	-.03	-.23**	-.12
6. Teacher-Student	Males:	-.19	-.06	-.10	-.10	-.21*
Relationships	Females:	.03	-.14	.06	-.15	-.08
7. General Feelings	Males:	-.18	.00	-.14	-.11	-.19
about School	Females:	.10	-.11	.03	-.16*	-.08
Total SM Score	Males:	-.12	-.08	-.07	-.05	-.07
	Females:	-.01	-.08	.11	-.21**	-.09

Note: N's in parentheses. * = significant at .05 level. ** = significant at .01 level

Only 6 of the 80 correlations are statistically significant, and none is above .23 in magnitude. However, all significant correlations and the vast majority of all the correlations are in the negative direction, indicating that when grade level is controlled, older children have poorer school morale. Since most of these older children are poor achievers and have been retained in at least one grade, this relationship is no surprise. In fact, the surprise, if any, resides in the fact that more correlations of high magnitude did not occur.

Intelligence. At the two junior high schools, students' IQ's were correlated with their School Morale scores. (IQ scores for the ninth graders at the Chattanooga school were not available.) The intelligence tests used were the California Test of Mental Maturity at Chattanooga and the SCAT at New Providence.

Table 14 presents the correlations.

Table 14

Correlation between IQ and School Morale Scores

Subscale:		**7th Graders**		**8th Graders**		**9th Graders**
School Morale about:		**Chatta.**	**NPJHS**	**Chatta.**	**NPJHS**	**NPJHS**
1. School Plant	Males:	.01	.04	-.08	.13	.15
	Females:	-.09	.22**	-.17	-.15	.06
2. Instruction and Inst. Materials	Males:	.02	.03	.02	-.01	.14
	Females:	.01	.21**	-.03	.08	.18
3. Admin., Regulations, Staff	Males:	.00	.08	.42**	.11	.05
	Females:	.10	.23**	-.08	.07	.24*
4. Community Supp. & Parental Involv.	Males:	-.02	.05	.08	-.02	.21*
	Females:	-.03	.15	-.21	-.05	-.02
5. Other Students	Males:	.12	.10	.04	-.10	.09
	Females:	.24*	.15	-.12	.17*	.09
6. Teacher-Student Relationships	Males:	.12	.12	.14	.09	.09
	Females:	.05	.33**	.04	.11	.26**
7. General Feelings about School	Males:	.15	.01	.11	.12	.17
	Females:	-.04	.18*	-.11	-.06	.22
Total SM Score	Males:	.10	.08	.14	.07	.17
	Females:	.10	.27**	-.12	.04	.20*

* = Significant at .05 level

** = Significant at .01 level

The pattern of significant relationships is rather spotty. Fourteen of the 80 correlations are significantly different from .00, all in the positive direction. It may be concluded that students with higher IQ's are more likely to have better school morale, but the correlation does not emerge evenly. In the seventh grade class at New Providence, a greater number of significant relationships occur than at any other school-grade combination.

Grade-Point Average. For each student at each junior-high a grade point average for the last complete semester was computed. Only grades in academic subjects were included; these were usually four in number--English, social studies, mathematics, and some natural science. Some students had fewer academic subjects. A grade-point average was computed by giving an A=4 points, B=3, C=2, D=1, and F=0. Grades for the ninth graders at the Chattanooga school were not available.

The results are presented in Table 15.

Table 15

Correlation between Grade Point Average and School Morale Scores

Subscale:		7th Graders		8th Graders		9th Graders
School Morale about:		Chatta.	NPJHS	Chatta.	NPJHS	NPJHS
1. School Plant	Males:	.07	.23**	.07	.14	.24*
	Females:	.04	.37**	-.06	.06	.16
2. Instruction and Inst. Materials	Males:	.19	.25**	.20	.17*	.20*
	Females:	.10	.37**	.16	.36**	.29**
3. Admin., Regulations, Staff	Males:	.09	.26**	.39**	.23**	-.04
	Females:	.05	.37**	.14	.26**	.15
4. Community Supp. & Parental Involv.	Males:	.11	.12	.10	.07	.15
	Females:	-.05	.26**	.00	.15	.08
5. Other Students	Males:	.12	.20*	-.15	-.08	.19
	Females:	.17	.24**	.12	.21**	.10
6. Teacher-Student Relationships	Males:	.15	.32**	.26*	.31**	.12
	Females:	.30**	.44**	.19	.35**	.24*
7. General Feelings about School	Males:	.29**	.22**	.34**	.26**	.30**
	Females:	.18	.35**	.18	.20*	.27**
Total SM Score	Males:	.22*	.30**	.26*	.22**	.22*
	Females:	.20	.45**	.14	.30**	.25**

* = Significant at .05 level

** = Significant at .01 level

A greater number of significant correlations occur here; 41 of the 80 correlations are statistically significant. Several are moderate in magnitude, being in the .40's. Correlations of the magnitude are rather unusual in the case of attitude-achievement relationships.

Morale about teacher-student relationships is particularly high in its correlation to grade-point average. Correlations for the 10 school-grade combinations ranged from +.12 to +.44. Of course, the direction of any possible causal relationship can be either way; a high grade-point average can lead to the expression of good morale about one's teachers, and a good relationship with one's teachers could influence one's grade-point average.

The degree of the students' morale about instruction and instructional materials is also related to his grade-point average. Correlations ranged from +.10 to +.37. Students with higher grades more often believe the quality of instruction and instruction materials is good.

The smallest relationships occur in the case of morale about community involvement and parental support. This is apparently an area where little information exists. Standard deviations tend to be small.

As in the case of the correlations with IQ, more of the New Providence relationships are significant than are the Chattanooga ones (34 of 48 vs. only 7 of 32). Why school morale and grade-point average are more related at one school than another is not clear. In both schools, grading policies are not lenient; more grades are D's than B's.

Achievement Tests. School morale was related to achievement test results. The achievement tests, given the previous Fall, were the California Achievement Tests at New Providence and the STEP at the Chattanooga school. The reading comprehension and arithmetic reasoning tests were selected. Scores and files for ninth graders had already been transferred to their high schools when we sought them.

The results are presented in Table 16.

Table 16

Correlation between Achievement Test Scores and School Morale Scores

Subscale:		7th Graders			8th Graders			
School Morale about:		Chatta. (Read. Ach.)	NPJHS (Read. Ach.)	NPJHS (Arith. Ach.)	Chatta. (Read. Ach.)	Chatta. (Arith. Ach.)	NPJHS (Read. Ach.)	NPJHS (Arith. Ach.)
1. School Plant	Males:	-.11	.12	.08	-.07	-.04	.12	.09
	Females:	-.11	.24**	.19*	-.04	-.02	.05	.05
2. Instruction and	Males:	.06	.09	.10	.12	.16	.09	.12
Inst. Materials	Females:	.04	.18*	.23**	.15	.11	.29**	.35**
3. Admin., Regulations,	Males:	.04	.17*	.12	.16	.13	.23**	.31**
Staff	Females	.07	.22**	.24**	.19	.10	.15	.16*
4. Community Supp. &	Males:	-.10	.07	.07	.36**	.44**	.13	.20*
Parental Involv.	Females:	-.02	.15	.21**	-.08	-.16	-.00	.09
5. Other Students	Males:	.05	.05	.17*	-.00	-.02	.10	.26**
	Females:	.34**	.14	.16*	.06	.14	-.03	-.08
6. Teacher-Student	Males:	.11	.13	.22**	-.14	-.16	.24**	.27**
Relationships	Females:	.23*	.27**	.33**	.23*	.13	.20*	.13
7. General Feelings	Males:	.14	.06	.05	.11	.21	.10	.20*
about School	Females:	-.05	.16*	.10	.14	.07	.22**	.12
Total SM Score	Males:	.07	.13	.16*	.16	.24*	.22**	.31**
	Females:	.17	.25**	.28**	.12	.07	.15	.12

* = Significant at .05 level. ** = Significant at .01 level.

The general trend is for higher achievement to be related to better school morale. Of the 112 correlations, 37 are significant, all in the positive direction. Morale about teacher-student relationships appears particularly related to achievement test performance; 8 of the 14 correlations are significant. However, it is interesting to speculate why these correlations are not as high as those between GPA and school morale.

Philosophies of Human Nature Scores. Philosophies of human nature are conceptualized as general beliefs about human nature. They are measured by a children's version of the Philosophies of Human Nature Scale (C-PHN), devised by Carl Young (1968). The scale is composed of 36 Likert-type attitude statements, measuring three dimensions of the child's philosophyof human nature--his beliefs about the extent of trustworthiness, strength of will and rationality, and complexity present in human nature. All words used in the statements are within a fourth grader's vocabulary or below.

Correlations between the three C-PHN subscales and school morale at two elementary schools are presented in Table 17.

Table 17

Correlations between Philosophies of Human Nature Scores and School Morale Scores (Elementary Schools)

Subscale:		4th Graders		5th Graders		6th Graders	
School Morale about:		Brook-meade	H.G. Hill	Brook-meade	H.G. Hill	Brook-meade	H.G. Hill
1. School Plant	Trust.:	-.10	.18	.16	.16	.26*	.09
	St.Will:	.00	.02	.15	.08	-.02	.01
	Complex.:	.05	-.13	.09	-.14	.18	.24*
2. Instruction and Inst. Materials	Trust.:	.22	.13	.13	.30**	.07	.07
	St.Will:	-.04	.00	.15	.08	-.24*	.08
	Complex.:	.15	-.07	.02	-.15	.05	-.08
3. Admin., Regulations, Staff	Trust.:	.23*	.15	.14	.23*	.25*	.14
	St.Will:	.00	-.10	-.00	.07	-.03	.10
	Complex	.19	-.15	.18	-.05	.16	.08
4. Community Supp. & Parental Involv.	Trust.:	.15	.12	.11	.14	.08	.01
	St.Will:	-.06	-.12	.09	.21	-.11	-.04
	Complex.:	.00	.10	.03	-.21	.15	.11
5. Other Students	Trust.:	.21	.107	.17	.29*	.12	.20
	St.Will:	.04	-.02	.16	.19	-.09	.05
	Complex.:	.18	-.05	-.04	-.18	.04	-.07
6. Teacher-Student Relationships	Trust.:	.24*	.25*	.28*	.13	.16	.03
	St.Will:	.03	-.06	.21	-.08	.01	-.01
	Complex.:	.17	-.03	-.08	.02	.23*	.12
7. General Feelings about School	Trust.:	.13	.15	.11	.14	.23*	.11
	St.Will:	.00	-.02	.07	.00	-.04	-.04
	Complex.:	.03	-.08	.03	-.03	.05	.08
Total SM Score	Trust.:	.22	.20	.19	.28*	.21	.10
	St.Will:	-.02	-.04	.13	.11	-.09	.02
	Complex.:	.15	-.09	.06	-.15	.15	.08

* = Significant at .05 level

** = Significant at .01 level

The general magnitude of relationships is low. It does appear that students who believe human nature is trustworthy rather than untrustworthy have better school morale. All but 1 of the 48 correlations employing the Trustworthiness subscale are positive and 11 of these are significant. Morale about teacher-student relationships is the area where a greater number of significant correlations emerge; students who trust people in general like their teachers better--a not surprising finding. If we can assume that an attitude of trust or distrust of others is instilled very early in life, it would appear that school morale will be improved if we can develop a belief in the trustworthiness of human nature in more children.

There are also modest but consistent positive relationships between trustworthiness and morale about the school administration, regulations, and staff.

Relationships between school morale and the other two aspects of philosophies of human nature--beliefs about the strength of will and complexity--are not consistent.

The C-PHN was also administered to a portion of the students at New Providence Junior High. The correlations with school morale there are reported in Table 18.

Table 18

Correlations between Philosophies of Human Nature and School Morale Scores (New Providence Junior High)

Subscale:		7th Graders		8th Graders		9th Graders	
School Morale about:		128 Male	110 Female	119 Male	142 Female	88 Male	100 Female
1. School Plant	Trust.:	.19*	.17	.23*	.12	.37**	.22*
	St.Will:	.13	.17	.13	.14	.13	.15
	Complex.:	-.06	.03	-.07	.10	.23*	.30**
2. Instruction and Inst. Materials	Trust.:	.32**	.29**	.28**	.17*	.37**	.10
	St.Will:	.25**	.22*	.06	.16*	.20	.34**
	Complex.:	-.01	.06	-.07	.07	.36**	-.01
3. Admin., Regulations, Staff	Trust.:	.25**	.30**	.16	.22**	.27*	.19
	St.Will:	.24**	.11	.11	.13	.29**	.14
	Complex.:	.02	.10	.08	.07	.11	.11
4. Community Supp. & Parental Involv.	Trust.:	.28**	.23*	.21*	.17*	.30**	.17
	St.Will:	.27**	.19*	.07	.04	.20	.31**
	Complex.:	-.05	.07	-.14	-.00	.13	.11
5. Other Students	Trust.:	.30**	.30**	.22*	.21**	.51**	.34**
	St.Will:	.06	.11	.06	.20**	.32**	.19
	Complex.:	.03	-.01	-.03	.05	.17	.14
6. Teacher-Student Relationships	Trust.:	.33**	.38**	.23*	.24**	.34**	.18
	St.Will:	.31**	.28**	.03	.24**	.27*	.30**
	Complex.:	.13	.07	-.14	.13	.29**	.11
7. General Feelings about School	Trust.:	.33**	.24*	.16	.18*	.36**	.35**
	St.Will.:	.18*	.23*	.21*	.18*	.20	.27**
	Complex.:	-.00	.03	-.04	.09	.20	.08
Total SM Score	Trust.:	.37**	.36**	.28**	.25**	.48**	.30**
	St.Will:	.27*	.24*	.13	.22**	.31**	.33**
	Complex.:	.02	.06	-.08	.10	.29**	.16

* = Significant at .05 level

** = Significant at .01 level

We find here corroboration of the relationship between beliefs that human nature is trustworthy and favorable school morale. All the 48 correlations with trustworthiness are positive, ranging from +.12 to +.51. Forty of the 48 are significant. Attitudes that are positive about human nature lead to better morale, particularly about other students, teacher-student relationships, and instruction.

There is also a consistent trend for beliefs in strength of will to be related to better school morale. All the correlations are positive; 26 of the 48 are significant.

Five of the complexity correlations are significant, but there is not as much consistency in the pattern of correlations here. It is interesting to note that all of the significant complexity correlations occur in the ninth grade. Beliefs that human nature is complex are sometimes interpreted as an indication of one's maturity or sophistication; it may be that the individual differences in this attitude construct may be beginning to be expressed at this age.

Authoritarianism. The Children's Authoritarianism Scale is a set of 16 Likert-type items which are mostly revised, simplified versions of the items from the California F Scale of Authoritarianism (Adorno, Frenkel-Brunswik, Levinson, and Sanford, 1950). The scale was administered at two elementary schools, and the correlations with school morale are presented in Table 19.

Table 19

Correlations between Children's Authoritarianism (F) and Children's Social Desirability (CSD) Scores with School Morale Scores

Subscale:		4th Graders		5th Graders		6th Graders	
School Morale about:		Brook-meade	H.G. Hill	Brook-meade	H.G. Hill	Brook-meade	H.G. Hill
1. School Plant	F:	-.05	-.22*	-.31**	-.21*	-.40**	-.09
	CSD:	.17		.12		-.04	
2. Instruction and	F:	-.19	-.22*	-.31**	-.27*	-.19	-.36**
Inst. Materials	CSD:	.14		.12		-.05	
3. Admin., Regulations,	F:	-.28**	-.18	-.25*	-.31**	-.28**	-.21*
Staff	CSD:	.00		.12		.00	
4. Community Supp. &	F:	-.15	-.28**	-.09	-.07	-.18	-.01
Parental Involv.	CSD:	-.05		.16		.07	
5. Other Students	F:	-.23*	-.15	-.27*	-.18	-.31**	-.25*
	CSD:	.02		.13		-.04	
6. Teacher-Student	F:	-.21*	-.35**	-.27*	-.39**	-.26**	-.33**
Relationships	CSD:	-.07		.09		.07	
7. General Feelings	F:	-.24*	-.14	-.32**	-.37**	-.34**	-.29**
about School	CSD:	.16		.09		.06	
Total SM Score	F:	-.27**	-.29**	-.30**	-.35**	-.36**	-.29**
	CSD:	.07		.20		.01	

N's = for Brookmeade: 4th, 94; 5th, 79; 6th, 80
for H. G. Hill: 4th, 107; 5th, 81; 6th, 91

* = Significant at .05 level
** = Significant at .01 level

There is a completely consistent pattern for school morale to be negatively related to authoritarianism; that is, the more authoritarian students had poorer morale. The range of correlations is -.05 to -.40; 35 of 48 are significant. There is a slight tendency for correlations to increase in magnitude from the fourth to the sixth grade.

There are two difficulties in interpreting these data. First, each of the 16 items of the Children's Authoritarianism is scored such that an agreement with the statement indicates "authoritarianism." Thus, the score may indicate a tendency to acquiesce, to accept rather vaguely-worded statements about broad issues. If this is the case, the results say: acquiescent subjects have poorer school morale. This conclusion is not as satisfying as the first one.

The second difficulty is that the Children's Authoritarianism Scale itself is difficult to interpret, because its scores tend to correlate with such a wide variety of measures. It correlates negatively with IQ and with philosophies of human nature, as well as school morale. It may be measuring cultural sophistication and intelligence as well as authoritarianism and acquiescence.

Social Desirability. The Children's Social Desirability Scale (CSD), developed by Crandall, Crandall, and Katkovsky (1963), is composed of 48 statements. The subject indicates whether each is true or untrue of himself; for example, "I always get my homework done on time." Each of the statements expresses a behavior which we would like to be true of ourselves but, in most cases, isn't. Thus it serves as a measure of "faking" or trying to appear better than one really is. Crandall and Crandall have found that with increasing age, there is a decrease in number of socially desirable responses; that is, older children less often select the socially-desirable-but-untrue answers. This age trend is reflected in our data, as is indicated in Table 20.

Table 20

Mean CSD Scores

	4th Grade	5th Grade	6th Grade
R. E. Lee	21.28	18.50	Not given
Bel-Aire	17.87	16.84	Not given
Brookmeade	19.69	18.89	14.00

Correlations between social desirability scores and school morale are reported in Table 19. None of the 24 correlations is significant. This is a desirable finding; it indicates that our school morale scores are not heavily influenced by a set to respond in a socially desirable way. We are further testing the possible effects of social desirability by varying our administration procedures to subgroups within certain schools.

Correlations between School Morale Subscales

A factor to bear in mind in interpreting the above tables is the extent of intercorrelation between subscales of the School Morale Scale. Four groups were selected and intercorrelations computed. The groups were as follows:

107	H. G. Hill 4th graders
91	H. G. Hill 6th graders
173	New Providence 7th graders (males only)
106	New Providence 9th graders (females only)

Table 21 presents the intercorrelations for each group.

Table 21

Intercorrelation of Subscales on School Morale Scale

	2. Instr. & Instr.Mat.	3. Admin.Reg., Staff	4. Com.Supp.& Par.Rel'tns	5. Other Students	6. Tchr.-Stu. Relations	7. Gen.Feel. abt.Sch.
1. School Plant	HGH-4th .58	.60	.42	.52	.59	.68
	HGH-6th .39	.49	.51	.32	.40	.53
	NP-7thM .60	.58	.50	.55	.49	.56
	NP-9thF .36	.51	.45	.56	.45	.66
2. Instruction and Inst. Materials		HGH-4th .57	.40	.57	.64	.62
		HGH-6th .50	.28	.51	.59	.59
		NP-7thM .63	.47	.51	.68	.61
		NP-9thF .45	.43	.45	.58	.54
3. Admin., Regulations Staff			HGH-4th .47	.44	.63	.60
			HGH-6th .31	.37	.51	.57
			NP-7thM .48	.51	.63	.53
			NP-9thF .29	.52	.47	.57
4. Community Supp. & Parental Involv.				.39	.45	.41
				.30	.25	.43
				.38	.47	.37
				.45	.40	.45
5. Other Students					.52	.54
					.39	.54
					.51	.51
					.41	.51
6. Teacher-Student Relationships						.56
						.54
						.61
						.55

The N's for the four groups are: H. G. Hill 4th grade=107; 6th grade=91
New Providence 7th grade males=173
New Providence 9th grade females=106

All the intercorrelations are significant and positive. There is no consistent tendency for the magnitude of correlations to increase with grade level. Subscale 7, General Feelings about School, appears to be most highly correlated with the others; Subscale 4, Community Support and Parental Involvement the least. The preponderance of moderate to high positive correlations indicates that the use of a total score does reflect a somewhat unitary construct. At the same time, we want to have our cake and eat it, too, by keeping the separate subscales, to be used in evaluating specific intervention activities.

Use of the School Morale Scale in Evaluating a Title III Innovation in Tuscaloosa, Alabama

The School Morale Scale, along with Gordon's measure of self-concept (1966), was used to assess changes resulting from an innovative program in six elementary schools in Tuscaloosa, Alabama. The general purpose of the program was to develop aesthetic awareness and appreciation in children in grades 3-6. Participating classes had twice-weekly visits from special teachers in music, art, and creative drama. The School Morale Scale and Gordon's self-concept scale were administered to all the children after participating in the program, which lasted for several months. In addition, control groups, consisting of other children in the same schools and (usually) same grades, were tested at the same time. Results are tabulated in Table 22.* (Means for these schools cannot be compared with means for previous schools, because only 60 of the 84 items were administered.)

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* We wish to thank Mr. Roy Hardy, director of the Tuscaloosa Title III Project for making these data available to us.

Table 22

Mean School Morale and Self-Concept Scores for Experimental and Control Classes in Tuscaloosa

				Means: School Morale Total Score		Means: Self-Concept Score	
School	Grade	N_E	N_C	Exper.	Control	Exper.	Control
T	6-E 5-C	32	34	31.31	24.14	123.87	105.26
20	5	32	34	45.12	35.50	124.41	118.14
C	4	36	38	45.67	39.26	117.47	102.00
E	4	36	26	33.36	50.00	106.38	122.76
N	4	30	30	42.07	37.10	129.06	124.43
S	3	33	29	47.45	33.31	120.70	107.10

In five of the six schools, the class participating in the Title III program had a higher mean school morale and self-concept scores than did the class serving as a control group. On school morale, the differences were generally 7-14 points, or approximately one standard deviation (S.D. at this grade level usually equals about 9 points). We have not tested the statistical significance as yet but would expect these differences to be significant. In the case of the one discrepant school, School E, the differences are also quite large, in the reversed direction. It appears that the experimental class in this school is the out-of-phase one.

Our first reaction is to conclude that the innovation has caused the differences between the experimentals and controls. Observation of the children's behavior as the project was in its final phases encourages this. However, another possible conclusion resides in the fact that teachers volunteered their classes (and themselves) for this program. Perhaps the qualities of a teacher who is willing to participate would have led to better school morale anyway, even if no special program had intervened. Unfortunately, no preintervention measures of school morale or self-concept were given.

There are between-school differences in Table 22. The first two schools are Negro; the other four are white. Factors such as the background of the students, the school facilities, and the qualities of specific teachers no doubt led to the between-school differences in Table 22. Further information is elicited when we compared schools and groups on some of the subscales, as is done in Table 23.

Table 23

Mean Scores on Selected School Morale Subscales for Experimental and Control Classes in Tuscaloosa

		Means:					
		School Plant		Teacher-Student Rel.		Gen. Feel.abt.School	
School	Grade	Exper.	Control	Exper.	Control	Exper.	Control
T	6-E 5-C	2.53	2.18	8.03	6.38	5.44	4.12
20	5	6.03	4.71	9.31	7.88	9.03	6.32
C	4	6.39	6.18	9.50	7.71	8.83	7.66
E	4	5.47	7.58	6.03	9.38	5.44	10.00
N	4	4.40	5.03	9.17	6.56	8.67	8.30
S	3	7.27	6.34	8.88	3.03	9.06	8.48

If the intervention had an effect, it was expected to influence responses to subscales dealing with "teacher-student relationships" and "general feelings about school" more than it would morale about the school building. By reading across each row in Table 23, we find this to be generally confirmed. In the case of Schools T, C, and N, on "School Plant" only negligible differences between experimentals and controls on the other two subscales are larger, usually being 1½-2½ points, or about a standard deviation. At School 20, fairly large differences between experimentals and controls exist on all three subscales, but the "School Plant" difference is not as large as the other two. School S shows a marked contrast on "Teacher-Student Relationships"; apparently very poor rapport exists with the control group's teacher. A little more information about why School E is discrepant is found; even in their morale about the school building the experimentals at School E are a dissatisfied group. It seems likely that their general poor morale exists not because of intervention efforts but because of factors within themselves.

The general conclusion from Table 23 is that if the intervention per se did account for the differences in morale and self-concept between experimentals and controls, the intervention had its greatest effects in improving teacher-student relationships and general morale about school.

Summary

This paper has reported upon the construction and validation of an 84-item Likert-type scale to assess students' school morale. Construct validity for the scale has been demonstrated by showing inter-school and inter-grade differences and relationships with teachers' nominations of students with good or poor morale. Although the correlations between subscales were high enough to warrant a conclusion that a general concept of "school morale" exists, the use of the subscales in assessment of specific educational interventions was defended. The use of the scale to assess one innovative project was described.

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Appendix I

Contains:

PHN Scale -- the Children's Philosophies of Human Nature Scale (36 items)

Part II -- Children's Authoritarianism Scale (16 items)

SM Scale -- School Morale Scale (84 items)

CSD Scale -- Children's Social Desirability Scale (48 items)

Score Sheet -- on front the SM items for each subscale are listed. On back the C-PHN items for each subscale are listed.

ED020528

Name______________________________

Date______________________________

School____________________________

Grade__________Boy or Girl_____

PHN Scale - (C-Form)

Each of the following statements represents something that some people agree with and some don't. There are no right or wrong answers. You will probably disagree with some and agree with others. We are interested in how much you agree or disagree with them.

Read each statement carefully. Then, by the side of each statement, show how much you agree or disagree. Do this by drawing a circle around one of the numbers. The numbers and their meanings are indicated below:

If you agree strongly -mark +3

If you agree somewhat -mark +2

If you agree slightly -mark +1

If you disagree slightly -mark -1

If you disagree somewhat -mark -2

If you disagree strongly -mark -3

The first answer you think about is usually the best one to mark. Remember, read each statement, decide if you agree or disagree and how much so, and then carefully mark your answer. Make only one mark for each statement. Always use the answer that is closest to the way you feel.

Here are some examples:

	Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
1. Vanilla is the best flavor of icecream.	-3	-2	-1	+1	+2	[✓ +3]

(Notice that the person has circled +3. That means he strongly agrees with the statement. He does believe vanilla is the best flavor.)

2. A Ford is my favorite kind of car.	-3	[✓ -2]	-1	+1	+2	+3

(Notice that the person has circled -2. He disagrees somewhat with the statement. Some other kind of car is his favorite.)

Read each statement and decide whether you agree or disagree. Then decide how much you agree or disagree and circle the number.

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PHN Scale

Part I

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
1.	Most people tell the truth.	-3	-2	-1	+1	+2	+3
2.	Most people understand why they do things.	-3	-2	-1	+1	+2	+3
3.	Most people are really alike.	-3	-2	-1	+1	+2	+3
4.	Most people who try hard, do well in life.	-3	-2	-1	+1	+2	+3
5.	Most people cheat when taking a test.	-3	-2	-1	+1	+2	+3
6.	It is hard to understand people.	-3	-2	-1	+1	+2	+3
7.	You can't describe everyone as good or bad.	-3	-2	-1	+1	+2	+3
8.	In life, luck is more important than ability.	-3	-2	-1	+1	+2	+3
9.	Most people obey laws.	-3	-2	-1	+1	+2	+3
10.	Most people don't know their good points and bad points.	-3	-2	-1	+1	+2	+3
11.	Everyone is much the same as everyone else.	-3	-2	-1	+1	+2	+3
12.	Most people can't do anything to change what happens to them.	-3	-2	-1	+1	+2	+3
13.	Most people will not keep a promise.	-3	-2	-1	+1	+2	+3
14.	I can tell what a person is like by looking at him.	-3	-2	-1	+1	+2	+3
15.	It is hard to know the reasons why people do things.	-3	-2	-1	+1	+2	+3
16.	Anybody can make a lot of money if he tries hard enough.	-3	-2	-1	+1	+2	+3
17.	Most people would steal something if they knew they wouldn't get caught.	-3	-2	-1	+1	+2	+3

		Strongly Disagree	Disagree Somewhat	Slightly Disagree	Slightly Agree	Agree Somewhat	Strongly Agree
18.	When people do things wrong, it is usually their own fault.	-3	-2	-1	+1	+2	+3
19.	If you help someone else out, he will help you out.	-3	-2	-1	+1	+2	+3
20.	It only takes a few minutes to get to know somebody.	-3	-2	-1	+1	+2	+3
21.	In a game most people will cheat to win.	-3	-2	-1	+1	+2	+3
22.	Most people think they can do more things than they can actually do.	-3	-2	-1	+1	+2	+3
23.	You can understand a person by looking at the clothes he wears.	-3	-2	-1	+1	+2	+3
24.	In a game, the best person always wins.	-3	-2	-1	+1	+2	+3
25.	Most people will do the right thing even if no one is watching them.	-3	-2	-1	+1	+2	+3
26.	Many people do the same thing for different reasons.	-3	-2	-1	+1	+2	+3
27.	If they could, most people would help a stranger who was in trouble.	-3	-2	-1	+1	+2	+3
28.	Most people are easy to understand.	-3	-2	-1	+1	+2	+3
29.	If most people found a wallet, they would keep the money in it.	-3	-2	-1	+1	+2	+3
30.	Good people are luckier than bad people.	-3	-2	-1	+1	+2	+3
31	It takes a long time to really understand people.	-3	-2	-1	+1	+2	+3
32.	If people try hard enough, there will be no more wars.	-3	-2	-1	+1	+2	+3
33.	Most people will tell a lie to keep from getting into trouble.	-3	-2	-1	+1	+2	+3

	Strongly Disagree	Disagree Somewhat	Slightly Disagree	Slightly Agree	Agree Somewhat	Strongly Agree
34. You can't tell what a person is like by looking at him.	-3	-2	-1	+1	+2	+3
35. Most people will report a crime when they see it.	-3	-2	-1	+1	+2	+3
36. If a person is born poor, he will always stay poor.	-3	-2	-1	+1	+2	+3

Part II

Directions:

Read each statement below and decide whether you agree or disagree with it. Then circle either "I agree" or "I disagree" by the side of the statement.

1. The best rule is to play fair with your own gang, and let the other children look out for themselves. I agree I disagree
2. There are only two kinds of people: the weak and the strong. I agree I disagree
3. Teachers should tell the children what to do and not worry about what the children want. I agree I disagree
4. I have often been punished unfairly. I agree I disagree
5. If a person doesn't like the way our country does things he should just keep his mouth shut. I agree I disagree
6. I refuse to play some games because I am not good at them. I agree I disagree
7. I often feel as if I had done something wrong or bad. I agree I disagree
8. Most people will cheat if they can gain something from it. I agree I disagree
9. Most people are honest only because they are afraid of being caught. I agree I disagree
10. Most of the other countries of the world are really against us, but are just afraid to show it. I agree I disagree
11. Most people hate it when they have to help someone else. I agree I disagree
12. It is really true that you will have bad luck if a black cat crosses your path. I agree I disagree
13. I have more than my share of things to worry about. I agree I disagree
14. It is all right to get around the law if you don't actually break it. I agree I disagree
15. If a person is not happy it is just his own fault. I agree I disagree
16. I think most people would tell a lie to get ahead. I agree I disagree

The SM Scale

Name________________________________ School____________________
Last First Middle Initial

Date______________ Boy or Girl ______ Grade____________________

Directions: This not a test. This booklet lists a series of statements about your school. Read each one and decide whether you agree or disagree with the statement. If you agree, put a capital A in front of the statement. If you disagree, put a capital D in front of the statement.

This is a part of a project being done at many different schools all over the country. No one at your school will see your answers, they will be collected and taken away right away. So answer as frankly as you can. You will probably find that you agree with some of them and disagree with others.

Remember: Do not answer the way you think you should, but the way you really feel.

____ 1. Compared to most school buildings I've seen, this building is nicer.

____ 2. There are many more audio-visual materials available at this school.

____ 3. There are too many rules and regulations at this school.

____ 4. The people in this community want the schools to try out new educational methods and materials.

____ 5. If there were more clubs here, this school would be a lot friendlier place.

____ 6. All my teachers know me by name.

____ 7. I look forward to Friday afternoons because I won't have to go to school for two days.

____ 8. My school building is too large; it is too far to walk from one class to another.

____ 9. Our library is not a very friendly place.

____ 10. The principal of this school is very fair.

____ 11. My parents feel the community is spending too much for education.

____ 12. Most of my friends go to the same school that I do.

____ 13. Most of my teachers laugh at my mistakes in class.

____ 14. I'd rather go to this school than most.

____ 15. My school is too crowded.

____ 16. This school has helped me develop hobbies, skills, and interests I didn't have before.

____ 17. There are not enough janitors in my school to keep it clean.

____ 18. Teachers in my school get higher salaries than do teachers in nearby cities and counties.

____ 19. Most of the students here aren't very interested in how the school athletic teams do.

____ 20. Most teachers here help me feel comfortable and at ease in class.

____ 21. Often I'm afraid that I'll do something wrong at school.

____ 22. This school building is the nicest I have ever seen.

____ 23. There is too much emphasis on the "three R's" at this school and not enough opportunity for students to develop their own interests.

____ 24. The guidance counselor here is helpful. (leave blank if there is no guidance counselor in your school.)

____ 25. The parents of most of the students here are not very interested in the school.

____ 26. This school has just about the right number of students in it for me.

____ 27. Teaching is just another job to most teachers at this school.

____ 28. I would not change a single thing about my school, even if I could.

____ 29. This school building is old and run-down.

____ 30. Our homework assignments are fair and reasonable.

____ 31. There is too much supervision of students at this school.

____ 32. This school district spends more money on education than most school districts do.

____ 33. Sometimes I'd just as soon eat lunch by myself, rather than with the other students here.

____ 34. Most teachers at this school don't have any "teacher's pets."

____ 35. If it were possible, I would transfer to another school.

____ 36. If I were a teacher I would want to teach in a school like this one.

____ 37. Often I do more work and do it better than someone else, but I don't get any better grade for it.

____ 38. The principal of this school knows most of the students by name.

____ 39. Few of the parents attend school plays, sports activities, open houses, etc.

____ 40. The older children at this school are very friendly toward the younger ones.

____ 41. The teachers here are more interested in keeping the school bright and shiny than in helping the students.

____ 42. I am very proud of my school.

____ 43. Most of the classrooms in this school are drab and undecorated.

____ 44. At this school we can take subjects like Typing, Shop, and Music which are of special interest to us.

____ 45. The cafeteria here is too noisy.

____ 46. The people in the city (or county) I live in are very interested in having good schools.

____ 47. I wish that I went to a school which has fewer students than this one.

____ 48. Most of the teachers at my school are very friendly and understanding.

____ 49. I get scolded a lot at school.

____ 50. My school is a comfortable one.

____ 51. Sometimes the assignments we are given are not very clear.

____ 52. The janitors in my school do a good job.

____ 53. Most parents really aren't interested in how good our schooling is.

____ 54. There is a lot more "school spirit" here than at most schools.

____ 55. There is not a single teacher in my school who I could go to with a serious problem.

____ 56. I am lucky that I get to attend this particular school.

____ 57. This school building is just about the ugliest I have ever seen.

____ 58. My teachers use a lot of books, references, and audio-visual materials to help me learn.

____ 59. Students are likely to get severely punished here for small offenses.

The SM Scale

____ 60. The leaders of this community have provided school facilities equal to those anywhere.

____ 61. I wish the other children at this school were friendlier to me.

____ 62. The principal and teachers here are properly appreciative when a student has done something outstanding.

____ 63. There is a lot of wasted time at this school.

____ 64. My school building is the only one of its kind in the country.

____ 65. The textbooks used in this school are pretty dull and uninteresting.

____ 66. Things are done at this school in a neat, orderly way.

____ 67. This school district doesn't spend much money on its schools.

____ 68. I have many good friends at this school.

____ 69. Teachers do not seem to understand the needs and problems of students here.

____ 70. Each morning I look forward to coming to school.

____ 71. My school is often dirty and smelly.

____ 72. Our library is well-stocked with good books and many reference materials.

____ 73. The principal and assistant principal are too strict here.

____ 74. The P.T.A. at this school is very active.

____ 75. There is no place in this school for a student to be by himself to think through a problem.

____ 76. Students here pretty much get the grades they deserve.

____ 77. Many of my friends at this school would like to go to another school instead.

____ 78. There are many things in this school building which need to be repaired.

____ 79. The school work is too hard at my school.

____ 80. The assistant principal knows the names of most of the students.

____ 81. The community really supports our school.

____ 82. I don't like most of the other students at this school.

____ 83. Too many of my teachers are mean or unfriendly.

____ 84. I am ashamed of my school.

The CSD Scale - Part I

Name________________________School____________________

Date________________________Home Room Teacher_____________

Grade_______________________Elementary School you last attended

Birthdate____________________ ________________________

Sex (male or female)__________

This booklet lists a number of experiences that most children have at one time or another. Read each of these carefully. After you have read one, decide whether it does or does not fit you. If it does, put a T (for true) in front of the statement; if it doesn't, put an F (for false) in front of the statement. Answer as truthfully as you can; no one from your school will be shown your answers.

If you have any questions at any time raise your hand, and one of the persons who passed out these booklets will come and explain it to you.

____1. I always enjoy myself at a party.

____2. I tell a little lie sometimes.

____3. I never get angry if I have to stop in the middle of somethin I'm doing to eat dinner, or go to school.

____4. Sometimes I don't like to share my things with my friends.

____5. I am always respectful of older people.

____6. I would never hit a boy or girl who was smaller than I.

____7. Sometimes I do not feel like doing what my teachers want me to do.

____8. I never act "fresh" or "talk back" to my mother or father.

____9. When I make a mistake, I always admit I am wrong.

____10. I feel my parents donot always show good judgment.

____11. I have never felt like saying unkind things to a person.

____12. I always finish all of my homework on time.

____13. Sometimes I have felt like throwing or breaking things.

CSD Scale

___14. I never let someone else get blamed for what I did wrong.

___15. Sometimes I say something just to impress my friends.

___16. I am always careful about keeping my clothing neat, and my room picked up.

___17. I never shout when I feel angry.

___18. Sometimes I feel like staying home from school even if I am not sick.

___19. Sometimes I wish that my parents didn't check up on me so closely.

___20. I always help people who need help.

___21. Sometimes I argue with my mother to do something she doesn't want me to.

___22. I never say anything that would make a person feel bad.

___23. My teachers always know more about everything than I do.

___24. I am always polite, even to people who are not very nice.

___25. Sometimes I do things I've been told not to do.

___26. I never get angry.

___27. I sometimes want to own things just because my friends have them.

___28. I always listen to my parents.

___29. I never forget to say "Please" and "Thank you."

___30. Sometimes I wish I could just "mess around" instead of having to go to school.

___31. I always wash my hands before every meal.

___32. Sometimes I dislike helping my parents even though I know they need my help around the house.

___33. I never find it hard to make friends.

___34. I have never been tempted to break a rule or a law.

___35. Sometimes I try to get even when someone does something to me I don't like.

CSD Scale

___36. I sometimes feel angry when I don't get my way.

___37. I always help an injured animal.

___38. Sometimes I want to do things my parents think I am too young to do.

___39. I sometimes feel like making fun of other people.

___40. I have never borrowed anything without asking permission first.

___41. Sometimes I get annoyed when someone disturbs something I've been working on.

___42. I am always glad to cooperate with others.

___43. I never get annoyed when my best friend wants to do something I don't want to do.

___44. Sometimes I wish that the other kids would pay more attention to what I say.

___45. I always do the right things.

___46. Sometimes I don't like to obey my parents.

___47. Sometimes I don't like it when another person asks me to do things for him.

___48. Sometimes I get mad when people don't do what I want.

SM - Scale Score Sheet

Student's name ____________________ School ____________________
Last First

Date ____________ Grade ____________ Birthdate ____________ Sex ____________

Race ____________ Teacher's name ____________________ Religion ____________

Father's occupation ____________ Other ____________ ____________

School Plant		Instruction		Admin., Reg., Staff		Community		Other Students		Teacher-St. Relat.		General School M.	
+	-	+	-	+	-	+	-	+	-	+	-	+	-
1. ___	8. ___	2. ___	9. ___	10. ___	3. ___	4. ___	11. ___	12. ___	5. ___	6. ___	13. ___	14. ___	7. ___
22. ___	15. ___	16. ___	23. ___	24. ___	17. ___	18. ___	25. ___	26. ___	19. ___	20. ___	27. ___	28. ___	21. ___
36. ___	29. ___	30. ___	37. ___	38. ___	31. ___	32. ___	39. ___	40. ___	33. ___	34. ___	41. ___	42. ___	35. ___
50. ___	43. ___	44. ___	51. ___	52. ___	45. ___	46. ___	53. ___	54. ___	47. ___	48. ___	55. ___	56. ___	49. ___
64. ___	57. ___	58. ___	65. ___	66. ___	59. ___	60. ___	67. ___	68. ___	61. ___	62. ___	69. ___	70. ___	63. ___
	71. ___	72. ___	79. ___	80. ___	73. ___	74. ___			75. ___	76. ___	83. ___		77. ___
	78. ___					81. ___			82. ___				84. ___
Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's	Count up A's	Count up D's
___	___	___	___	___	___	___	___	___	___	___	___	___	___
Sum		Sum		Sum		Sum		Sum		Sum		Sum	

Grand Sum; School Morale (Add 7 sums above) ____________
Children's PHN: Trust. ____________ St. of Will and Rationality ____________ Complexity ____ ____
Children's F Scale ____________ Children's Social Desirability ____________
Other ____________ ____________ ____________ ____________ ____________ ____________ ____________ ____________

PHN Score Sheet (C-Form)

PHN Scales:

Trustworthiness

+	-
1. ___	5. ___
9. ___	13. ___
19. ___	17. ___
25. ___	21. ___
27. ___	29. ___
35. ___	33. ___
Sum =	Sum =
	Reverse sign
Grand Sum =	

Strength of Will and Rationality

+	-
2. ___	8. ___
4. ___	10. ___
16. ___	12. ___
18. ___	22. ___
24. ___	30. ___
32. ___	36. ___
Sum =	Sum =
	Reverse sign
Grand Sum =	

Multiplexity

+	-
6. ___	3. ___
7. ___	11. ___
15. ___	14. ___
26. ___	20. ___
31. ___	23. ___
34. ___	28. ___
Sum =	Sum =
	Reverse sign
Grand Sum =	

Children's Authoritarianism (Part II)

1.	A	D
2.	A	D
3.	A	D
4.	A	D
5.	A	D
6.	A	D
7.	A	D
8.	A	D
9.	A	D
10.	A	D
11.	A	D
12.	A	D
13.	A	D
14.	A	D
15.	A	D
16.	A	D

Score (no. of A's) = ___